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What are We Learning from Current University Programs for Disadvantaged Students?

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Over 50% of American universities have special programs for high risk or disadvantaged students, most of whom come from different ethnic or cultural backgrounds and whose educational and economic background is considered markedly inferior to that of regular university students. Many of these programs, however, are token efforts, e.g., 100 high risk students in a student body of 20,000. Although the most common characteristic of high risk students is a lack of funds, their economic deficiency should not be equated with lower academic proficiency. Directors of some significant programs report that the academic mortality rate for disadvantaged students has been no higher than that of regular students. Some major features of these programs are financial aid, special housing, special courses, small group instruction, tutorial assistance, personal counseling, compensatory study in language arts, and an extended time period to obtain a degree. It is difficult, though to determine what specific factors are responsible for success or failure. If high risk programs are to succeed, they must be supported by the students involved and administrators responsible for decisions on money and staff, and faculties must be trained to communicate with disadvantaged students. Integrating the disadvantaged with regular students in class and housing is as educationally important as the curriculum. Apathy within the university must end, to prevent further waste of human resources and social discord. Data are based on replies from 159 major colleges and universities. A summary is attached of individual university programs for disadvantaged students. (WM)

ED 024342

WHAT ARE WE LEARNING FROM CURRENT UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS?

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During the past four years, many universities have attempted to make their resources available to an increasingly broad spectrum of the college age population. Major consideration has been given individuals from economically and educationally impoverished backgrounds. Universities have frequently identified these students as disadvantaged or high risk. Recent data indicate that probably more than fifty per cent of the institutions for higher learning in this country now have special programs for disadvantaged students.[1] However, most of these programs are currently little more than token efforts, e.g., universities which have a hundred high risk students in student bodies of 20,000.[2] Ironically, with the exception of predominantly Negro colleges, private institutions have evidenced greater involvement in educating disadvantaged students than have public institutions.[3]

Students which universities have identified as disadvantaged or high risk by no means comprise a homogeneous population. In fact, students which some schools consider high risk would be among the intellectual elite on other campuses.[4] Most colleges define disadvantagement in the

1 John Egerton, Higher Education for "High Risk" Students. (Atlanta: Southern Education Foundation, 1968), p. 49.

2 Only 1.1% of students enrolled in the universities listed in Table 1 can be considered disadvantaged.

3 Egerton, op. cit., p. 13.

4 Harvard considers any student obtaining a composite SAT below 1,000 an extreme risk.

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context of their own student bodies, i.e., disadvantaged students are those whose educational and economic background is considered markedly inferior to that of their regular students.[5] The term "high risk" may have a slightly different connotation. It usually refers to an economically poor student who according to traditional predictive criteria is not likely to succeed at a particular school. Program reports indicate that the terms "disadvantaged" and "high risk" are generally used interchangeably.

Although lack of sufficient funds to attend college is the most commonly identified characteristic of disadvantaged students, other characteristics have been indicated with some degree of uniformity. For example, most high risk students obtain lower scores on standardized tests such as the ACT or SAT than those typically earned by regular students in the respective schools. ACT's in the vicinity of 13 or 14 and composite SAT's of 700-800 have been cited as norms for disadvantaged students. A substantial number of risk students have also had somewhat mediocre high-school records. However, several colleges accept only the financially limited students with outstanding academic records or impressive standardized test scores.[6] While such students may be considered economically disadvantaged, they should not be identified as academic risks. Actually, few institutions are recruiting impoverished ghetto students with serious academic deficiencies.[7] Most students classified as high risk come from

[5] Some schools such as Antioch college construe disadvantagement to be primarily a financial limitation, not an academic deficiency.

[6] For example, Cornell University provides financial assistance for students from impoverished backgrounds but does not relax university admissions requirements for them.

[7] Michigan State University, New York University, and City University of New York are institutions which have recruited inner-city ghetto students.

different ethnic or cultural backgrounds than the non-disadvantaged. Many are lower class blacks attending predominantly white institutions.[8] Poor whites, Puerto Ricans, American Indians, and Mexican Americans are to a limited extent also represented. Inasmuch as disadvantaged students characteristically come from sociological settings which are devoid of educational incentives, it is not unusual to find that they are apathetic and even antagonistic toward education. Many do not perceive that education is of any practical significance to them.[9] Certainly, very few of their own volition would pursue a college education.

Despite a multiplicity of crippling deficiencies, disadvantaged students have manifested other characteristics which personnel in high risk programs interpret as signs of educability. Criteria often employed in the selection of these students include: (1) some evidence of ability to handle academic work, e.g., high school grades showing improvement, acceptable achievement at some point, or promising standardized test scores; (2) willingness to accept some measure of personal responsibility for achievement or failure; (3) at least a minimal perception of self-worth; (4) emotional toughness evidenced via perseverance in the face of frustrating circumstances; (5) intense motivation to improve the circumstances of one's life; (6) some indication of leadership potential; (7) the capacity

8 Impecunious black students attending predominantly Negro colleges are not basically different in terms of race, social class, and educational background from the majority of students on these campuses. Within these institutions, such students would not be considered severely disadvantaged. However, a few predominantly Negro colleges do have special programs for high risk students.

9 Otis D. Froe, "Educational Planning for Disadvantaged College Youth," Journal of Negro Education, XXXIII (Summer, 1964), 296-303.

to think and plan creatively; (8) ability to distinguish realistically between what is desired and what is possible; (9) a special talent (e.g., facility in music, art, or athletics); and (10) success in any activity which has required sustained effort.[10] The one criterion which is mentioned by virtually all schools is achievement motivation, but not necessarily motivation directed toward the attainment of educational goals. In selecting disadvantaged students, many institutions have waived traditional admissions criteria such as standardized test scores and high school rank.[11] Instead, colleges have relied heavily on subjective evaluations accruing from personal interviews and on the recommendations of high school counselors, clergymen, teachers, coaches, and social workers in impoverished areas.

What types of assistance are colleges providing for disadvantaged students? Practically all programs for these students include provisions for financing their college education. The money has come from a variety of sources including major foundations (notably Rockefeller and Ford), industrial firms, Educational Opportunity Grants, NDEA loans, federal work-study programs, cooperative work-study programs with industry, state funds, service organizations, civic clubs, and alumni groups. Several schools not only provide financial support but also extensive training in the personal management of financial resources.[12] Helping students systematically save money to finance long-term goals has received particular

[10] It is apparent that these ten criteria are not mutually exclusive.

[11] Southern Illinois University, University of Wisconsin, Michigan State University, University of Connecticut, Antioch College, City University of New York, Mercer, and Columbia University are some of the major schools which have admitted disadvantaged students not meeting traditional admissions requirements.

[12] Antioch College requires disadvantaged students to formulate personal budgets, at first for one quarter, then for longer time periods.

emphasis.

The primary academic focus of most programs is development of communication skills, e.g., reading, writing, speaking and listening.[13] It is reasoned that these students cannot hope to succeed vocationally without the ability to communicate effectively in the mainstream of society. Facility in the use of standard English is considered fundamental to effective communication. A concerted attempt is made to teach standard English in a fashion that would not disparage the student's cultural dialect. The student is first made to see how his dialect functions as a legitimate language system and standard English is then presented as a second language.[14] Numerous programs include intensive compensatory study in standard English either during the summer prior to the freshman year or on weekends during the regular academic term. Since many universities have also discovered that high risk students are quite deficient in basic quantitative skills, a number of programs are now emphasizing compensatory study in mathematics almost as much as study in language arts.

Universities have developed several ambitious policies for maximizing the academic success of disadvantaged students. First of all, considerable use has been made of individualized instruction. In this vein, most programs provide extensive individual tutoring in all academic areas. The corps of tutors includes teachers, graduate students, regular undergraduate students, and more advanced disadvantaged students. Many tutors serve on

13 One of the most ambitious attempts to teach communication skills is the College Education Achievement Project, a program under the supervision of the Southern Association of Colleges and Schools for disadvantaged students in predominantly Negro colleges.

14 Leslie Berger, College Now for Ghetto Youth! (City University of New York, 1968), p. 8.

a completely voluntary basis and receive no financial remuneration for their services. Programmed instruction is another type of individualized teaching which has been used as a supplement to classroom instruction. Universities have also arranged for disadvantaged students to take lighter than normal course loads and 5-6 years to finish degree programs. Some schools have very liberal probationary policies for high risk students, e.g., permitting students to repeat courses several times and take a number of quarters to raise their grade point average to an acceptable level. To facilitate initial placement of students in appropriate courses, a few institutions administer extensive placement examinations. Scores on these exams indicate whether a student should enroll in regular courses, remedial courses (credit and non-credit), or courses which integrate remedial and college level work. Concurrent with these courses is extensive instruction in basic study skills.

In the main, universities have given as much attention to the affective dimensions of disadvantagement as to the purely academic. Many disadvantaged students initially view the college campus as foreign soil. Therefore, deliberate efforts are usually made to soften the transition from the student's previous environment to the college community. Some colleges bring prospective students to the campus for several days during the students' senior year in high school.[15] This visit affords an opportunity for colleges to collect important placement data and for students to develop a somewhat realistic conception of college life. Students not permitted a pre-enrollment visit may initially become distraught because of the sheer

[15] Antioch College and Chico State are two institutions which provide some type of pre-enrollment visit.

newness of the college experience.

After fully matriculating, high risk students typically receive regular personal counseling. Many programs encourage first year students to have at least one session per week with their counselor. This arrangement permits problems to be dealt with before they become cumulative. Later, the frequency of the sessions can be reduced as a student demonstrates adequate personal and academic progress. The primary responsibilities of the counselor are to create a bridge between students and the academic establishment, to provide a personal orientation to college life, to advise students in the selection of courses, to facilitate formulation of appropriate career goals, to assist students in overcoming poor study habits, to help students with whatever personal problems might interfere with their academic progress, and to aid students in achieving a sense of their own identity. Counselors also serve as resource people to instructors, since the counselor's insight into the attitudes of a student can be extremely helpful to a teacher groping to reach that student in the classroom. In addition to counseling, special courses such as Negro History, the Negro Family, Poverty, Urban Conditions, and Civil Liberties have been developed to help students more fully understand themselves and their role in society. Some schools have found that small group discussions of pertinent social and economic issues may evoke more candid articulation of student feelings than personal counseling sessions. For this reason, counselors frequently participate in these group sessions.

Most programs attempt to provide appropriate role models for high risk students. A few program staffs include full-time personnel from

disadvantaged backgrounds.[16] Other schools employ the more advanced and successful disadvantaged students as tutors for new students.[17] Another approach involves a cooperative work-study arrangement with industry, where students alternate quarters between school and work.[18] The work experience enables a high risk student to see first-hand members of his particular minority group functioning in highly respectable positions. Many high risk students come to college feeling that the better jobs are inaccessible to them. Work experiences while in college not only provide a source of income but an opportunity for the student to appraise his vocational future in a more positive and realistic way.

How effective have these special programs been in altering the achievement patterns of disadvantaged students? Universities have assumed that high risk students possess intellectual qualities which have not been fully evidenced in their previous academic performance. Scholastic motivation, adequate study skills, and a supportive social environment are other factors which determine academic success, but these are the very conditions which are missing in the background of most disadvantaged students. The primary objective of university programs for the disadvantaged is to create such conditions and thereby alter achievement patterns. To what extent have universities been successful in attaining this goal?

Although most programs are too new to permit conclusive judgments relative to their long-term effectiveness, the initial results elicit

[16] Experiment in Higher Education, a program on the East St. Louis campus of Southern Illinois University, utilizes teacher-counselors who are successful products of the ghetto.

[17] Earlham College has successfully employed advanced disadvantaged students to tutor Upward Bound students.

[18] Antioch College and Northeastern have extensive work-study arrangements with industry.

optimism. In most instances, the academic mortality rate for disadvantaged students has been no higher than for regular students.[19] But can we assume that this low mortality rate is a function of the special programs? Data from the few institutions with equivalent control groups provide an affirmative answer, i.e., the drop-out/flunk-out rate is much higher for the control subjects than for those in the high risk programs.[20] The grades of students in these programs have generally been much better than would have been predicted from their high school grades and standardized test scores. While the grade distribution of risk students is slightly more skewed toward the lower end of the continuum than that of regularly admitted students, some have made exceptionally high grades. In no instance, has a college lowered grading or graduation standards to accomodate high risk students.

We should not conclude from these data that all efforts to enhance the educational skills of disadvantaged students have been highly successful. For example, standardized test scores obtained by risk students have not been appreciably altered by compensatory assistance.[21] Furthermore, impoverished ghetto students have usually performed poorly in the special programs. In 1965, New York University admitted sixty severely damaged ghetto students to an experimental program. Recently published information concerning the NYU effort indicates that only fifteen of these students are currently

[19] University of California-Berkeley, University of Wisconsin, Antioch, Mercer, Temple, and Cornell are a few of the institutions which have found that bona fide disadvantaged students do not yield a higher departure rate than regular students.

[20] Berger, op. cit., p. 15.

[21] Southern Illinois University found that the average ACT for risk students increased only one point during the 1st four quarters of its special program. A more successful attempt to modify standardized test scores is described in M. Meister and others, "Operation Second Chance," Junior College Journal, XXXIII (1962), 78-88.

enrolled. In at least one instance a university has terminated its high risk program because it felt the program was detrimental to the self-esteem of risk students.[22]

In evaluating programs for high risk students, it is extremely difficult to determine specifically what factors are responsible for the success or failure of these students. Financial aid, special housing, intensive orientation to university life, special courses, small group instruction, programmed instruction, a personalized teaching relationship, tutorial assistance, personal counseling, compensatory study in language arts, reduced course load, and an extended time period to obtain a degree constitute the major features of programs for the disadvantaged. How many of these factors really make a difference? Most programs are not experimentally designed to permit empirical assessment of the effect of specific independent variables. Theoretically all of these factors are important, but their specific empirical efficacy is difficult to demonstrate from existing data. Consequently, assessment of individual components is based more on the personal testimony of program personnel than on empirical fact.

Financial assistance appears to be the fundamental component of all high risk programs. Inasmuch as disadvantaged students have little money, some type of financial support is indispensable. But are all types of financial aid for the disadvantaged equally beneficial? Considering the testimony of various program directors, I would recommend that risk students be given extensive training in the management of their financial

22 Northwestern terminated its high risk program despite having a 92% retention rate.

resources, that they be required to earn a portion of their support, and that a university provide sufficient funds to permit these students to purchase clothing and engage in social activities generally characteristic of the non-disadvantaged on campus. Unless the latter condition is met, the assimilation of risk students into the university community, their self-respect, and their academic survival may be severely threatened. I would also strongly recommend that universities use money or tokens as short-term reinforcers for appropriate academic effort. A specified quantity of these reinforcers could later be exchanged for clothing, personal items, tickets to entertainment events, etc.[23]

Another component that seems to have fundamental significance is housing. Without question, familial and sociological conditions in the ghetto are antithetical to academic development. Unless students are physically removed from these socially destructive circumstances they have little chance for success in college. However, certain types of on campus housing may be equally detrimental. At this point it appears that risk students should be housed with regular students. Typically, risk students tend to relate only to each other and isolate themselves from non-disadvantaged students. Separate housing for high risk students would likely destroy any real chance of their being assimilated into the mainstream of university life.

Some schools contend that the initial orientation of disadvantaged students to a special program is a basic determinant of their adjustment to college. A question often propounded regarding the orientation process

[23] A. W. Staats, "A Case in Strategy for the Extension of Learning Principles to Problems of Human Behavior," in A. W. Staats (Ed.), Human Learning. (New York: Holt, Rinehart and Winston, Inc., 1964), Pp. 121-148.

is whether students should initially be made aware of their serious academic deficiencies. Some programs attempt to conceal disadvantagement, even from the students themselves. On the other hand, directors of the more significant programs contend that it is best to be realistic from the beginning in dealing with risk students.[24] Unless a student is cognizant of his deficiencies he will likely resist much of the special assistance provided for him. Students not initially made aware of their limitations usually resent later attempts by instructors and counselors to point out these limitations. Although personnel should be candid, they must also be optimistic in evaluating a student's academic potential. Otherwise much of the special assistance will seem futile. This optimism need not be fabricated. Colleges are discovering that risk students have some extraordinary virtues. They are quite often verbally adept in group discussion, analytical in human relationships, and more socially sophisticated than their middle class counterparts. In appraising a student's potential, qualities such as these can be emphasized. However, since risk students typically get off to a slow start academically, neither they nor program personnel should expect dramatic success initially. In fact, individual tutors must be prepared to provide much of the impetus for study during the student's first year in college.

Another crucial academic question is whether high risk students should be placed in specially designed courses or regular courses.[25] Some directors affirm that a special curriculum for risk students would lead to a degree with diminished social and professional significance. Separate learning situations

[24] A major proponent of the "realistic" viewpoint is Ruth Doyle, director of the high risk program at the University of Wisconsin.

[25] Morgan State College in Baltimore and Forest Park Community College in St. Louis are two institutions which have devised somewhat different curriculums for disadvantaged and regular students.

for risk students would also be incongruous with a principal objective of most programs, i.e., for disadvantaged students and regular students to learn from each other. Diversity of students within a class can be as important educationally as the quality of the faculty, facilities, and curriculum.[26] Furthermore, personnel report that having risk students in regular classes often motivates instructors to be more practical and realistic in their teaching. Despite their aversion for a separate curriculum, several program designers have included remedial or compensatory courses in their programs. If remedial courses are included, they should carry college credit. Initially, credit may be much more important to a student than acquisition of academic skills and subject matter. Risk students have a tremendous proclivity toward the immediate and the tangible. Early in their college work they must experience tangible progress toward the attainment of a degree. A program beginning with a deluge of non-credit remedial courses is not likely to produce outstanding motivation or achievement. A much more effective way to provide remedial assistance would be through utilization of automated instruction. Teaching machines permit students to proceed at their own pace in an atmosphere free of the anxiety and frustration which many risk students associate with the classroom milieu.

Some program designers feel that disadvantagement is more of an affective disability than an academic one. Certainly, many black students come to the university with a keen distrust of whites and a deep-seated resistance to authority. Frequently, students are so preoccupied with personal and social problems that they have little time and energy to devote to purely academic pursuits. For Negro students the concepts of Black

[26] Antioch College, University of Wisconsin, VPI, and Michigan State are strong proponents of keeping disadvantaged students in regular courses.

Power and accepting assistance from whites will likely be in painful conflict. Universities have adjudged several factors to be important in helping students to deal with personal vexations without jeopardizing their academic growth. A major finding thus far is that the teaching relationship with disadvantaged students must be highly personal, i.e., the instructor must convey concern for the student as a person.[27] A personalized teacher-student relationship requires much more small group instruction and individual contact between teacher and students than is typical in most university settings.

It seems reasonable that intensive personal counseling would also be an extremely important feature of high risk programs. Many students must change their perceptions of themselves and of others before academic progress can be expected. Personal counseling is perhaps the most logical way to rectify these debilitating perceptions. My only reservation about the utility of counseling in many of the programs is the negative impact which may accrue from requiring risk students to see counselors. Ideally, counseling assistance should be made voluntary. Special courses dealing with the unique heritage and problems of a minority group have proven to be two-edged swords in altering the personal adjustment of students in that minority group. These courses seem to facilitate racial and ethnic pride, but they may also create an attitude of provincialism which impedes a student's social adjustment.[28] The latter tendency can be minimized if non-disadvantaged students are encouraged to participate actively in these

[27] University of California-Berkeley, Antioch College, City University of New York, and Mercer affirm that a personalized teaching approach is indispensable in working with disadvantaged students.

[28] Bill Somerville, "Educational Opportunities Program," The Daily California Weekly Magazine, XXX (May 9, 1968), 8-14.

courses. Program reports suggest that individual tutoring can be a major source of affective support for disadvantaged students. Some of the most effective tutors appear to be advanced high risk students. Quite frequently new students have never been exposed to anyone of their age, race, background, and intelligence who is a college person. The success of these advanced risk students is tangible evidence for the new student that he has a real chance to succeed in college. Risk students also profit from serving as tutors. In so doing, they reinforce their newly acquired knowledge and have the satisfaction of transmitting it to someone else.

If high risk programs are to succeed, they must have the support of students, particularly of students actually in the programs. Resistance to administrative and faculty paternalism will probably be more intense among disadvantaged students than among the non-disadvantaged. Unless high risk students are involved in the development of a program, they may reject it and subsequently fall prey to activist movements working toward the overthrow of existing administrative authority. Ideally, administrators should actively seek feedback from risk students concerning their recommendations for developing and improving a program.

To achieve success, a program must also have the full support of top level administrators. These programs entail a tremendous expenditure of money, time, effort, and talent. In essence, a university must change the total environment of disadvantaged students. To be successful in this area a university must also modify many of its own practices, e.g., rigid entrance requirements, mass instruction, teaching via lectures, and impersonal faculty-student relationships. Not the least of the university's tasks is training a faculty entrenched in middle class values to communicate with disadvantaged students. Quite often, programs for disadvantaged students encounter strong resistance from within the university community. Many

professors contend that by college age disadvantaged youths are academically irredeemable and that their presence on campus severely threatens academic standards. Consequently, without the full support of administrators who make the decisions concerning money, facilities and staff, a high risk program may be destroyed by apathy and criticism from within the university community.

Historically, most colleges have admitted good students and graduated good students. We are now finding that institutions of higher learning can do more, i.e., colleges can educate students with a history of mediocrity and failure. We do not yet know the full impact of high risk programs on a person's attitude toward himself, his future vocational success, or his contribution to society. Neither do we know how much waste of human resources and social discord will result from our failure to provide the disadvantaged a realistic chance to obtain a college education.

APPENDIX

Table I 18

Suggested Readings. 32

Table I

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
ALABAMA		
1. Miles College	Participating in the College Education Achievement Project. Many of the students admitted are operating at the 8th or 9th grade level in basic academic areas. Program embraces 7 areas: writing, speaking, reading, listening, enrichment, mathematics, and health. Personnel receive special training in summer workshop emphasizing methods for teaching disadvantaged students.	Not available.
ARIZONA		
1. Arizona State University	Conducts Upward Bound Program.	Not available.
2. University of Arizona	Economically disadvantaged students who qualify may receive preference on scholarships.	Not available.
CALIFORNIA		
1. California State College at Los Angeles	Just beginning special program. Minimum state requirements may be waived for a small percentage of candidates only.	No retention data yet. Program has 100 students enrolled.
2. Chico State	Program includes recruitment of minority group students through personal contact with high schools. Exemption from all regular admissions requirements, financial aid, counseling, tutoring, and pre-enrollment campus visit are major features.	Program began fall '67; retention rate for first year was 78%. 100 students to be in fall '68 program.
3. The Claremont Colleges	Program built along the lines of the transitional year concept. Selection of students by means other than high school record and SAT scores. Program includes financial aid, tutoring, and counseling.	Program to begin fall '68 with 40 students.
4. Mills College	No special program, although SAT requirements are lowered for some students and tutoring is provided at student's request.	Of students admitted with lowered SAT requirements, 75%-85% have remained.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
5. Occidental College	Has program of Rockerfeller Foundation scholarships for minority groups. Admission is competitive but there is some relaxation of SAT and Grade Point Average (GPA) requirements. Program appears to be primarily one of financial aid for Mexican-Americans.	25 scholarships given each year; 85 students presently in the program. Retention rate is 85%.
6. Sacramento State	Program to begin fall '68. All entrance requirements to be relaxed.	70 students enrolled for fall '68.
7. University of California		
(a) Berkeley	Extensive program, including financial aid, counseling, tutoring, and relaxed admissions requirements. 60% of high risk students are fully inadmissable under normal admissions requirements.	700 students now in program. The drop-out rate is 17%, but of this 17% only half flunk out. The attrition rate for regular Berkeley freshmen is 25%-33%.
(b) Los Angeles	Slight relaxation of entrance requirements in some cases. Program includes a "big brother" tutor system, financial aid, and counseling.	The program has expanded from 137 students in fall '66 to 493 in spring '68. Only 21 students dropped out in this 2 year period.
(c) Riverside	Several programs; only one includes relaxation of admissions requirements.	180 students will be in fall '68 program. '66-'67 and '67-'68 programs were much smaller. About 90% retention for the 2 years.
(d) Santa Barbara	Entrance requirements (GPA) relaxed slightly in some cases. Program includes financial aid, counseling, tutoring, and summer sessions.	Program began in 1966; retention rate through June '68 is 87%. Number of students was: 1966-67, 24 students, 1967-68, 101 students, and 1968-69, (est.) 218.
COLORADO		
1. Colorado State University	SAT only admissions criterion relaxed. Program to begin fall '68.	95-100 to be in fall '68 program.
2. University of Colorado	New program began summer '68. Class standing and SAT admissions requirements relaxed.	47 students enrolled in program.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
CONNECTICUT		
1. University of Connecticut	Program includes 6-week summer session, financial aid, counseling and guidance, lighter course loads, tutoring, special reading courses and lowered admissions requirements.	Early indications are that most of high risk students will succeed. All 19 participants in 1967 summer session enrolled for fall semester '68.
2. Wesleyan University	Intensive counseling, tutoring, lighter course load and pre-freshman summer session. Special courses are offered in Negro history and literature, the Negro family, urban politics, and poverty. Major emphasis is language and communication skills.	8 of 14 enrolled in 1965 are still present, as are 30 of 33 who started in 1966. All 39 of 1967 class passed first semester.
3. Yale University	No special program, but does provide tutors for undergraduates with academic problems.	Not available.
FLORIDA		
1. Bethune-Cookman College	Participating in the College Education Achievement Project. Many of the students admitted are operating at the 8th or 9th grade level in basic academic areas. Program embraces 7 areas: writing, speaking, reading, listening, enrichment, mathematics, and health. Personnel receive special training in summer workshop emphasizing methods for teaching disadvantaged students.	Not available.
2. Florida A&M University	Entrance requirements lowered for a small percentage of applicants.	Program currently has 100 students enrolled with a retention rate of 98%.
3. Florida State University	Academic and financial aid to be given to 25 students in fall '68.	Not available.
4. University of South Florida	All entrance requirements dropped, full financial aid given, remedial courses and counseling provided. Will permit students to remain in school two years, regardless of academic performance.	This program will begin fall '68 on a trial basis with 20 Negro students.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
GEORGIA		
1. Emory University	Special program is offered in Law School for limited number of Negroes. Law aptitude test is waived for these students. Admissions based on recommendation of pre-legal advisors.	From summer '66, 8 of 12 have continued in regular program; from summer '67, 7 of 11 continued.
2. Fort Valley State College	Participating in the College Education Achievement Project. Many of the students admitted are operating at the 8th or 9th grade level in basic academic areas. Program embraces 7 areas: writing, speaking, reading, listening, enrichment, mathematics, and health. Personnel receive special training in summer workshop emphasizing methods for teaching disadvantaged students.	Not available.
3. Mercer University	Funded by Rockefeller Foundation, Educational Opportunity Grants, and National Defense Loans. Includes compensatory study in mathematics, English skills, and reading. Tutoring and reduced load also included.	44 out of 53 remain. Performance of the total group is only slightly below that of their predominately white peer
4. University of Georgia	Now in the process of developing program for fall '69. Entrance requirements relative to standardized tests will likely be waived. Will include financial aid, tutoring, reduced load and compensatory study in language arts and mathematics.	Not available.
HAWAII		
1. University of Hawaii	Conducts an Upward Bound Program.	46% of 1966-67 Upward Bound students are currently attending a four-year college. Another 14% are registered in a junior college transfer program.
ILLINOIS		
1. Barat College	CEEB and GPA requirements lowered; tutorial and individual counseling provided.	Program began fall '67 with 12 studen All 12 are returning for fall '68, wi 12 more to be added. Some of the ori inal 12 did not make the required GPA but are being permitted to continue another year.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
2. Kendall College	No special program, some students have Educational Opportunity Grants.	Of 9 freshmen receiving EOG grants, 7 will return this fall.
3. Northwestern University	Compensatory program with enrollment of 150 has been discontinued. Lowered CEEB and GPA requirements for admission. Tutors are available at students request.	Retention rate for this program was 92%. Program was considered detrimental to self-concept.
4. Southern Illinois University-East St. Louis Campus	Program uses teacher-counselors who are products of the ghetto. Curriculum built around two major areas, social sciences-humanities and natural sciences. Individual and small-group instruction in reading, writing, and speaking provided.	74 of 100 students who entered progra in 1966 have remained. 65 of 74 remaining students have made grade poin averages above the figure predicted for them. Still do not do well on standardized tests.
5. University of Illinois	Students must meet minimum requirements rather than competitive requirements. Students in top half of class admitted regardless of test scores.	500 students to be admitted fall '68.
INDIANA		
1. Earlham College	SAT & GPA requirements relaxed Program includes pre-freshman summer classes, financial aid, tutoring, and counseling. More advanced high risk students used as tutors for new Upward Bound students.	40 "risk" students have been admitted with 36 still enrolled. Program bega summer '66.
IOWA		
1. Coe College	Conducts Transitional Year program in which students take special math and English courses for one year. A student may also take one regular course during fall and winter terms. Financial aid and tutoring are provided. Slight relaxation of CEEB & GPA requirements.	25 students now in program with retention rate of 85%-90%.
2. Iowa State University	No special program, but limited number of borderline students permitted to enroll in trial summer session.	Two years ago 20 of 41 students in summer session qualified to enroll i the regular program.
3. Grinnell College	Program includes slightly lowered entrance requirements, financial aid and tutoring. If necessary, summer school work is provided at other schools.	60 students currently enrolled. Retention rate is 85%.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
4. Luther College	Has no special compensatory program, but has policy of seeking to admit as many students from culturally disadvantaged backgrounds as possible. Admissions under this policy not based on test scores. Also conducts Upward Bound program.	About 50 students have been admitted under this policy; retention rate is 70% or more.
5. University of Iowa	No entrance requirements relaxed. No data given on nature of program.	30 students to be admitted in fall '68.
KANSAS		
1. Kansas State University	Program to begin fall '68 with 6 students. Program to include tutoring, counseling, financial aid, and waived entrance requirements.	Not available.
MAINE		
1. Bowdoin College	General admissions standards including class standing and CEEB scores relaxed; special programs and tutoring provided.	Over 90% have remained.
2. University of Maine	Scholarships for disadvantaged students to begin in fall '68 with 7 black students. Counselors to be provided but admissions requirements will not be relaxed. Have had an Upward Bound Program for 3 years.	Not available.
MARYLAND		
1. Maryland State College	Summer session for academically deficient students (less than 'C' GPA). Financial aid, counseling and tutoring are provided. Successful completion of summer program is necessary for fall quarter entrance. Major emphases are English, mathematics, and reading.	49 students enrolled summer '68. Retention rate 50%.
2. University of Maryland	Program to start fall '68. Students to be admitted on basis of Upward Bound record. GPA requirements for admission relaxed.	30 students enrolled for fall '68.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
MASSACHUSETTS		
1. Harvard University	Has had a risk-gamble program for 10 years. Students with SAT's 400 or 500 points below the Harvard mean have been accepted. Students are not told they rank below classmates on SAT.	About 80 to 85% of the risk-gamble have graduated with their class.
2. Northeastern University	College Board scores for high risk students about 100 points lower than other entering freshmen. Includes special summer session emphasizing study habits, reading skills and programmed instruction in certain areas of deficiency. Largest cooperative work-study program in the country.	Attrition rate about the same as for regular students.
3. University of Massachusetts	Certain high school distribution requirements relaxed.	New program with 120 students; no retention data yet.
3. Williams College	In admitting students, Williams disregards deficiency in language or math if other entrance credentials look good. Students given 2nd and 3rd chance to attain acceptable GPA, if genuinely trying.	85% have remained.
MICHIGAN		
1. Michigan State University	Recruited inner-city Negro students. Includes special teaching, extra counseling, high financial aid. Students far below usual admissions threshhold.	Started with 66 last fall; 36 are being invited back this fall. Would have predicted success for only 4 of the original 66.
2. University of Detroit	All entrance standards relaxed, full financial aid, 100 students per year for a six year period, remedial seminars, private tutoring, and individual counseling.	Program began June '68.
3. University of Michigan	Opportunity Award program involves recruiting, financial aid, academic & personal counseling, and guidance in the utilization of resources of the University. General admissions requirements not relaxed.	34 of 70 admitted in 1964 are returning for their senior years.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
2. Fairleig-Dickinson	Entrance requirements are relaxed on an individual basis. No other data given.	60% of students have remained in school. Presently 125 students spread over three campuses.
3. Rutgers	Many programs offered. Entrance requirements are lowered, but this varies from school to school.	Two programs in effect long enough for evaluation. The attrition rate is no worse than the "normal" for the college concerned. 400 enrolled in the program.
NEW MEXICO		
1. University of New Mexico	No formal program. A few academically disadvantaged students admitted on an individual basis.	Not available.
NEW YORK		
1. City University of New York	On the basis of protracted admissions procedures, students are assigned to regular and/or specially designed classes. Individual counseling and tutoring are provided. Recruited students from poverty areas of New York City. English taught as a second language.	Of the 110 students enrolled in City College in 1965, 59 have remained in school. The retention rate in a comparable sample of students not in the special program is less than 12%.
2. Columbia College	Admissions requirements relaxed in some cases. Financial aid and tutoring provided.	No retention information given.
3. Cornell University	Program includes recruitment, financial aid, intensive counseling, tutoring, special summer session, and relaxation of normal speed of obtaining a degree. Entrance requirements not relaxed.	96% have remained.
4. Ithaca College	Financial aid, counseling, tutoring, and reduced course load included. The usual SAT, high school GPA, and course requirements are relaxed.	44 students '67-'68 program; retention rate 70%.
5. Manhattanville College	Initiated novel program call SHARE in spring '67. SHARE is five year program for urban ghetto girls who do not qualify for admission to any accredited college. The program combines a newly designed curriculum of interdisciplinary seminars and field experience with compensatory education.	31 students enrolled; retention rate 88%.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
6. New York University	Intensive academic and counseling experiences intended to lead to a degree in 5 years.	Enrolled 60 severely handicapped ghetto students in 1965. Only 15 of the students remain.
7. State University of New York at Albany	200 slots set aside for students unable to meet requirements and who qualify as "poverty" cases. Summer session of remedial and compensatory courses provided.	175 students were enrolled in summer session.
NORTH CAROLINA		
1. Johnson C. Smith University	Participating in the College Education Achievement Project. Many of the students admitted are operating at the 8th or 9th grade level in basic academic areas. Program embraces 7 areas: writing, speaking, reading, listening, enrichment, mathematics, and health. Personnel receive special training in summer workshop emphasizing methods for teaching disadvantaged students.	Not available.
2. North Carolina A&T College	Entrance test score requirements relaxed.	Program began summer '68 with 150 students.
3. Duke	Admits Negro students with low scores on entrance examinations; financial aid, counseling and tutoring available.	7 of 10 admitted 4 years ago graduated this year.
4. N..C. State University	Teaching some science and math courses to science majors in nearby Negro colleges.	Not available.
5. University of N. C.	Summer programs for disadvantaged students, but none for students regularly enrolled.	Not available.
NORTH DAKOTA		
1. University of North Dakota	Minimal involvement.	4 students now in program. Retention rate 20%.
OHIO		
1. Antioch College	Lowered admissions requirements, counseling, tutoring, and remedial services are the major features. After one quarter, work and study rotate. Students can repeat courses and take up to 6 years to graduate. Students visit campus during their senior year in high school.	3 of 49 students have dropped out of program since its inception in 1965.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
2. Bowling Green State University	Program to begin fall '68. Includes counseling and tutoring. Currently conducts Upward Bound programs.	Not available.
3. Defiance College	Class rank and SAT requirements relaxed. Appears to be a summer program only.	About 70% of summer '67 were admitted to fall classes and 70% of those admitted will return for fall '68.
4. Hiram College	No special program, but some Upward Bound and other disadvantaged are recruited. All entrance requirements are relaxed.	4 of 6 U.B. students are returning this year.
5. Miami University	Conducts non-credit summer classes. Recruits inner-city ghetto students for teacher education program and permits them to work as teacher aides while in college.	The summer program had 240 students.
6. Ohio State University	Has non-credit summer session. No entrance requirements relaxed.	63% of special summer school students expected to attend college this fall.
7. Ohio University	Test scores and high school grade point average requirements relaxed on the basis of high school recommendations.	New program with 129 students, no retention data.
8. University of Dayton	Entrance requirements slightly relaxed for some students. Several programs such as Upward Bound, Project Motivation, and Project Hope.	70 students now enrolled; retention rate 90%.
9. Wittenberg University	Small program, includes financial aid, counseling, tutoring, and reduced course load. CEEB and GPA requirements relaxed in some cases.	6 enrolled in 67-68 program. Retenti 66%.
OKLAHOMA		
1. Oklahoma State	No admissions requirements are relaxed. School conducts summer program for entering freshmen on the basis of academic disadvantagement.	38 students in summer '68 program.
2. University of Oklahoma	Summer program offered for students who wish pre-freshman work to strengthen skills in math, reading, composition, and vocabulary.	Not available.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
OREGON		
1. Oregon State University	Program to begin this year. Regular entrance requirements can be waived by the undergraduate faculty admissions committee.	85-90 students to be in program.
2. Portland State College	Program to begin fall '68. There will be no admissions test, no CEEB, or high school diploma required for entrance.	30-40 students expected in fall.
3. Reed College	Rockefeller Foundation scholarships offered to black, Mexican-American, and Indian students. No specific requirements relaxed.	30-40 students now in program; retention rate 66%.
4. University of Oregon	Program to begin fall '68 for students not normally admissible under regular academic rules. Project will rely heavily on tutors and small group sessions. Major objective will be development of appropriate study techniques. Currently conducts Upward Bound program.	75 students to be admitted fall '68.
PENNSYLVANIA		
1. Beaver College	Relaxes CEEB scores and waives competitive standards for financial aid.	14 now in program; retention rate 95%.
2. Franklin and Marshall	Pre-college enrichment program for disadvantaged high school students. Entrance requirements have not been relaxed.	Many PREP students have enrolled in regular college program.
3. Temple University	Financial aid, academic advising, tutoring, personal counseling, and employment assistance included.	Program included 55 students in 1965, 104 in 1966, and 135 in 1967. The attrition rate for first two groups is 18%. This is lower than last recorded university rate.
4. University of Pittsburg	SAT requirements relaxed; summer session conducted this summer. A variety of new programs are contemplated for fall '68 in all schools at all levels.	1967-68: 12 of 13 students are returning. 50 more enrolled this summer.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

Schools	Type of High Risk Involvement	Empirical Evaluation
RHODE ISLAND		
1. University of Rhode Island	All entrance requirements relaxed except competence in English and math. Summer tutorial program, light course load in fall, financial and instructional aid included.	Program began in summer '68 with 43 students.
SOUTH CAROLINA		
1. Allen University	Participating in the College Education Achievement Project. Many of the students admitted are operating at the 8th or 9th grade level in basic academic areas. Program embraces 7 areas: writing, speaking, reading, listening, enrichment, mathematics, and health. Personnel receive special training in summer workshop emphasizing methods for teaching disadvantaged students.	Not available.
2. Benedict College	Participating in the College Education Achievement Project. Many of the students admitted are operating at the 8th or 9th grade level in basic academic areas. Program embraces 7 areas: writing, speaking, reading, listening, enrichment, mathematics, and health. Personnel receive special training in summer workshop emphasizing methods for teaching disadvantaged students.	Not available.
3. University of South Carolina	CEEB relaxed, special approaches for teaching language, math, and science.	Beginning fall '68 with 30 students.
SOUTH DAKOTA		
1. University of South Dakota	Conducts Upward Bound program. Students accepted regardless of test scores or grades.	Indicates 75% retention rate.
TENNESSEE		
1. Knoxville College	Participating in the College Education Achievement Project. Many of the students admitted are operating at the 8th or 9th grade level in basic academic areas. Program embraces 7 areas: writing, speaking, reading, listening, enrichment, mathematics, and health. Personnel receive special training in summer workshop emphasizing methods for teaching disadvantaged students.	Not available.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
2. Tennessee A&I	No entrance requirements relaxed.	600 of 900 are returning.
TEXAS		
1. Prairie View A&M College	Program indicated, but no requirements are relaxed.	193 now enrolled, retention rate 30%.
2. Texas Southern	There is no "special" program; entire school is oriented toward disadvantaged youths.	Not available.
3. Texas Tech.	Upward Bound only.	76% of U.B. students have enrolled in college.
4. University of Texas	SAT relaxed and financial aid given.	Program to begin fall '68 with 25 students.
UTAH		
1. University of Utah	Entrance examination test scores, high school GPA, and predicted GPA requirements somewhat relaxed. No special program. Limited inclusion of Upward Bound students in regular university programs.	Not available.
VERMONT		
1. University of Vermont	No admissions requirements relaxed.	Program has 5 students and all have remained in college.
VIRGINIA		
1. University of Virginia	Program for high school seniors, but none for college students.	Not available.
2. V.P.I.	Financial aid, counseling, guidance, and admissions requirements relaxed slightly. Students must take regular course load and classes.	Not available.
WASHINGTON		
1. University of Washington	Criteria other than GPA are used to determine admissibility of students.	No retention data available. 200 new enrollees expected in fall '68.
2. Washington State University	Modest program to begin fall '68. GPA requirement to be relaxed and special tutoring to be provided, particularly in English composition and reading.	Not available.

SUMMARY OF UNIVERSITY PROGRAMS FOR DISADVANTAGED STUDENTS

School	Type of High Risk Involvement	Empirical Evaluation
WEST VIRGINIA		
1. West Virginia University	Summer Conditional Admission Program for students with slightly below C average in high school. Counseling is provided.	52% of students continue into regular fall classes.
WISCONSIN		
1. University of Wisconsin	Financial aid, tutoring, counseling, and special reading instruction included. Entrance requirements are relaxed for "risk" student. Students enroll in regular courses and not in remedial ones.	79 students in 67-68 program; 72 finished the year. There have been 7 voluntary withdrawals since the program began in 1966. Better retention record with high risk student than with freshman class as a whole. Grades earned by these students are about the same as for the freshman class as a whole.

*The information in Table I is based on direct communication from schools which offer some type of compensatory assistance to disadvantaged students. 189 major colleges and universities in the U. S. A. were contacted by the author; 159 replied. 112 of those replying indicated high risk involvement.

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